

A Short Guide to...Case Based Learning (CBL) for Clinicians

What is CBL?

CBL is a student focussed approach to small group teaching. CBL fosters 'active learning', which is proven to enhance retention of knowledge and understanding. This is achieved through:

1. Student self-study of case scenarios that are written to prompt consideration of the underlying medical science, related to disease states (and, from Y3, the therapeutics and management of these conditions) onwards
2. Group-based exploration of key questions related to the scenario
3. Expert facilitator led discussion of the key learning points

How does this work in practice?

To support the knowledge transfer of lectures (be these delivered face to face or as recorded content) CBL gives the student 'real' case histories that take them beyond their taught material. Prepared CBL questions stimulate their reading to solve the types of clinical problems that they will encounter on wards & in clinics in the future.

Ahead of the CBL session, students have access to the case and a power-point presentation explaining key knowledge related to the scenario.

Students at Liverpool have CBL based teaching all the way through their course. This means that by the time they reach their clinical years, they are familiar with the format of the session and should be able to prepare for the sessions independently.

During placements from year 3 onwards, students are timetabled to receive 1 CBL per week that relates directly to the placement they are undertaking at that time.

What is involved in facilitating a CBL Session as a clinician?

Our students especially value your clinical experience. During the CBL session you will ask students to present their thoughts on the cases, encouraging discussion of principles and stimulating students to explore topics and situations that bring the cases to life. In so doing, you will help them to appreciate the clinical relevance of the science they are learning.

The emphasis is on facilitating consolidation of the key knowledge related to the topic, rather than on the provision of additional direct teaching. Your role will be to act as an experienced guide, through the material covered by the scenario, rather than to provide a new teaching session or introduce a lot of new material such as you might in a tutorial.

How am I supported as a CBL facilitator?

- You are provided with model answers to the questions.
- You can have access to any lecture content that has preceded the CBL.
- We can arrange to gather student evaluation about your teaching

Why should I take part?

- Working with our students is stimulating and rewarding. It can also provide evidence of teaching activity for your appraisal portfolio and support acquisition of an Honorary Lecturer or Senior Lecturer contract with the University.
- Both students & clinicians need each other's engagement to produce excellent doctors for the next generation. We would really appreciate you being part of the team.

How do I find out what other CBLs students have done on their course?

Please see the separate guide "Liverpool Curriculum CBLs".

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